FCHS HONOR CODE PLEDGE: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ BLOCK: \_\_\_\_\_\_\_\_\_\_

**GUNS, GERMS, AND STEEL – EUROPEAN CONQUEST OF THE NEW WORLD**

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| **FRAME NUMBER AND QUESTIONS/CONTENT** | **ANSWERS, NOTES, AND INFORMATION** |
| **FRAME 1**. TITLE FRAME FOR THE LECTURE: |  |
| **FRAME 2**. List several cultural factors which motivated Europeans to explore the globe. |  |
| **FRAME 3**. What particular reasons did Portugal and Spain have for investing in the seafaring lifestyle? | **Henry “the Navigator” -** |
| **FRAME 4**. Why was Portuguese exploration of Africa’s West Coast so important to world history? Identify the accomplishments of the two Portuguese explorers enumerated. | **Portuguese in West Africa:**  **Vasco de Gama**  **Bartolomeo Dias** |
| **FRAME 5**. List three important Early American societies in North America before Columbus discovered the New World. |  |
| **FRAME 6**. What evidence to historians have of the people of Cahokia’s existence? |  |
| **FRAME 7**. How do we know that the Cahokians must have been a very sophisticated society in terms of their understanding of the natural world? |  |
| **FRAME 8**. How large was the capital city of the Aztec Empire? How many men did Cortes have with him when he conquered that city? How was this even possible? |  |
| **FRAME 9**. Define the term virgin soil epidemic and give at least five (5) examples of virgin soil epidemics in American History. | **virgin soil epidemics –** |
| **FRAME 10**. What was the Columbian Exchange? | **The Columbian Exchange**: |
| **FRAME 11**. Describe the nature of the Columbian Exchange with regards to animal life: | **Fauna:** |
| **FRAME 12**. Describe the nature of the Columbian Exchange with regards to plant life: | **Flora:** |
| **FRAME 13**. Describe the role of the Columbian Exchange with regards to the role of disease. |  |
| **FRAME 14**. Describe the role of the Columbian Exchange in determining the migration of human beings over the course of time. |  |
| **FRAME 15**. What is the basic theme behind Dr. Jared Diamond’s book, *Guns, Germs, and Steel*? |  |
| **FRAME 16**. How was Cortes able to take over the city of Tenochtitlan? (Review…) |  |
| **FRAME 17**. List at least four (4) advantages of the Spanish over their North American rivals during the “first encounters,” according to Diamond. |  |
| **FRAME 18**. When Pizarro encountered the Incan Empire – over a decade after Cortes had moved into Tenochtitlan – what advantage did he have over the people of the Incan Empire? |  |
| **FRAME 19**. What disadvantage of the American civilizations undermined any efforts Atahualpa might have taken in order to better prepare himself and his society for the invasion of Spaniards? |  |
| **FRAME 20**. Answer the question from the PowerPoint in the space provided here:   * When Pizarro and his men met Atahualpa at Cajamarca, they were overwhelmingly outnumbered. Yet, he and his men won a convincing military victory. What factors allowed them to do so? * What cultural differences incensed the Spanish and caused them to resort to violent conflict instead of coexistence? |  |
| **FRAME 21**. What was the most virulent killer of Americans during the “First Contact” period? |  |
| **FRAME 22**. Answer the question posed in the PowerPoint here:  In his book, *Germs, Seeds, and Animals: Studies in Ecological History*, a follow-up to *The Columbian Exchange*, Alfred Crosby proposes that horses, cows, pigs, sheep, goats, and other domesticated animals – along with the seeds they carried in their fur and the germs they cultivated – did more to conquer the Americas than all of the great conquistadors of Spain or the imperialist explorers of Europe combined. Is this argument valid, or do the actions of human being have a greater impact upon history than the accidents of ecology, biology, and geography which Crosby and Diamond have identified in their work? | http://www.eastauroraschools.org/cms/lib/NY19000901/Centricity/Domain/192/Colum_EX.JPG |